

## CARVER ELEMENTARY

515 N. Cashua Drive  
Florence, South Carolina 29501

**GRADES** K-4 Elementary School

**ENROLLMENT** 673 Students

**PRINCIPAL** Cynthia Young, Ed. D. 843-664-8156

**SUPERINTENDENT** Joseph S. Nelson, Ed.D 843-669-4141

**BOARD CHAIR** Mrs. Doris Lockhart 843-664-0050

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

**EXCELLENT**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
21	36	2	0	0

#### IMPROVEMENT RATING:

**BELOW AVERAGE**

#### ADEQUATE YEARLY PROGRESS:

**NO**

This school met 16 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

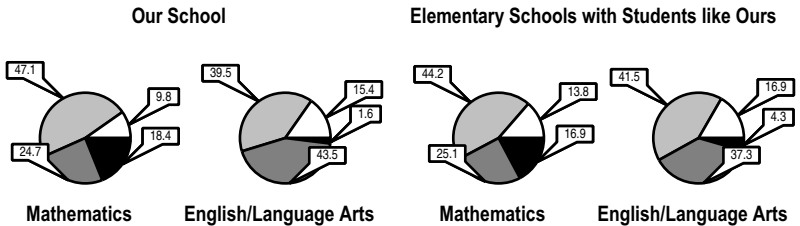
**FOR MORE INFORMATION, VISIT WEBSITES AT:**




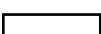
**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
2001	Good	Below Average	N/A
2002	Good	Good	N/A
2003	Excellent	Below Average	No
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
Number of surveys returned	45	138	83
Percent satisfied with learning environment	97.7%	92.6%	95.2%
Percent satisfied with social and physical environment	97.8%	88.3%	86.1%
Percent satisfied with home-school relations	97.7%	89.7%	91.6%

**PACT PERFORMANCE BY GROUP**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
<b>English/Language Arts</b>								
All students	280	99.3	15.4	39.5	43.5	1.6	45.1	17.6
<b>Gender</b>								
Male	140	99.3	16.9	42.7	40.3	N/A	40.3	17.6
Female	140	99.3	14.0	36.4	46.5	3.1	49.6	17.6
<b>Racial/Ethnic Group</b>								
White	157	99.4	6.9	33.3	58.3	1.4	59.7	17.6
African-American	112	100.0	29.0	47.0	22.0	2.0	24.0	17.6
Asian/Pacific Islander	10	90.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
<b>Disability Status</b>								
Not disabled	253	99.2	13.9	37.2	47.2	1.7	48.9	17.6
Disabled	27	100.0	31.8	63.6	4.5	N/A	4.5	17.6
<b>Migrant Status</b>								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	280	99.3	15.4	39.5	43.5	1.6	45.1	17.6
<b>English Proficiency</b>								
Limited English proficient	3	66.7	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	277	99.6	15.5	39.0	43.8	1.6	45.4	17.6
<b>Socio-Economic Status</b>								
Subsidized meals	98	100.0	25.9	49.4	23.5	1.2	24.7	17.6
Full-pay meals	182	98.9	10.1	34.5	53.6	1.8	55.4	17.6
<b>Mathematics</b>								
All students	280	100.0	9.8	47.1	24.7	18.4	43.1	15.5
<b>Gender</b>								
Male	140	100.0	10.4	45.6	24.0	20.0	44.0	15.5
Female	140	100.0	9.2	48.5	25.4	16.9	42.3	15.5
<b>Racial/Ethnic Group</b>								
White	157	100.0	4.1	34.5	31.7	29.7	61.4	15.5
African-American	112	100.0	19.0	67.0	12.0	2.0	14.0	15.5
Asian/Pacific Islander	10	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
<b>Disability Status</b>								
Not disabled	253	100.0	6.9	47.2	25.8	20.2	45.9	15.5
Disabled	27	100.0	40.9	45.5	13.6	N/A	13.6	15.5
<b>Migrant Status</b>								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	280	100.0	9.8	47.1	24.7	18.4	43.1	15.5
<b>English Proficiency</b>								
Limited English proficient	3	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	277	100.0	9.9	47.6	23.8	18.7	42.5	15.5
<b>Socio-Economic Status</b>								
Subsidized meals	98	100.0	16.5	63.5	17.6	2.4	20.0	15.5
Full-pay meals	182	100.0	6.5	38.8	28.2	26.5	54.7	15.5

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	117	N/A	8.7	40.0	46.1	5.2	51.3
	Grade 4	135	N/A	9.0	54.1	36.8	N/A	36.8
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	135	99.3	12.0	36.8	49.6	1.6	51.2
	Grade 4	145	99.3	18.8	42.2	37.5	1.6	39.1
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2002	Grade 3	117	N/A	21.6	40.5	21.6	16.4	37.9
	Grade 4	135	N/A	9.8	39.8	33.1	17.3	50.4
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	135	100.0	8.7	46.0	28.6	16.7	45.2
	Grade 4	145	100.0	10.9	48.1	20.9	20.2	41.1
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 673)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	4.6%	Down from 7.7%	1.9%	2.4%
Attendance rate	96.1%	Up from 92.7%	96.1%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	15.3%	Up from 10.5%	22.5%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	5.7%	Up from 4.2%	7.6%	8.0%
Older than usual for grade	1.8%	Down from 2.8%	0.6%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 44)				
Teachers with advanced degrees	45.5%	Up from 41.7%	54.5%	50.0%
Continuing contract teachers	95.5%	Up from 87.5%	88.9%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	86.1%	Up from 85.0%	88.1%	86.2%
Teacher attendance rate	94.7%	Down from 95.2%	95.9%	95.3%
Average teacher salary	\$39,640	Up 3.8%	\$42,023	\$39,909
Prof. development days/teacher	10.7 days	Down from 14.4 days	10.7 days	11.4 days

School				
Principal's years at school	9.0	Up from 8.0	5.0	4.0
Student-teacher ratio	20.2 to 1	Up from 20.1 to 1	19.9 to 1	18.9 to 1
Prime instructional time	90.3%	Up from 87.0%	91.0%	89.7%
Dollars spent per pupil*	\$5,513	Up 14.2%	\$5,702	\$5,892
Percent spent on teacher salaries*	66.0%	Up from 65.7%	66.3%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	93.4%	Down from 95.2%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
<b>N/A</b>	Not Applicable	<b>N/C</b>	Not Collected	<b>N/R</b>	Not Reported	<b>I/S</b>	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Carver Elementary School provides excellent service for approximately 772 students from pre-kindergarten to 4th grade. Our mission is to prepare students to become productive, responsible citizens and lifelong learners. We are especially proud of:

Winning the Red Carpet School Award, the Schools of Promise Award, the SC Healthy Schools Award, and the Reading Renaissance School Award for 5 years. Exceeding district and state averages on the Palmetto Achievement Challenge Test (PACT).

Implementing the Sunshine Math Program (math enrichment program).

Using a creative curriculum in kindergarten.

Having the Reading First program for grades K and 1st sponsored by Wachovia Bank.

Providing an introduction to Spanish and French for grades 3 and 4.

Having Student-Led Portfolio conferences.

Having Artists-in-Residence visitations.

Increasing the number of advanced degree personnel and Technology Lead Teachers.

Having high parent involvement (PTO, School Improvement Council and volunteer programs).

Increasing Business Partners and Community/School Partnerships.

Providing Leadership and Extracurricular Activities for 3rd-4th grades during and after school (i.e., Safety Patrol, Student Advisory Council, After-School Clubs, etc.).

Having Student Recognition Programs (i.e., Reading Renaissance Awards, Terrific Kids and PrinciPAL, Honor Roll/Perfect Attendance, Birthday Celebrations, etc.).

Achieving regional accreditation by the Southern Association of Colleges and Schools.

Achieving national accreditation by the Commission on International and Trans-Regional Accreditation.

As a challenge for the 2003-04 school year, Carver Elementary will continue to work on improving its absolute and improvement rating for the School Report Card, thereby working to improve the standards for all children.

Carver Elementary School is a great place to learn!

Cynthia Young, Ed.D.

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.